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**Education Committee**

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**HB 2831**

**Brief Description:** Creating a study regarding teacher preparation in Washington state.

**Sponsors:** Representatives Anderson, Wallace, Priest, Quall, Sullivan and Haigh.

**Brief Summary of Bill**

- Directs the Washington State Institute for Public Policy to review and analyze teacher preparation in Washington and identify possible strategies for improving the effectiveness of future teachers.
- Requires an interim report by December 2008, including design of a rigorous study of the relationship between teacher preparation programs and teacher effectiveness. Requires a final report by December 2009.

**Hearing Date:** 1/29/08

**Staff:** Barbara McLain (786-7383).

**Background:**

In 2006, the former president of the Teachers College at Columbia University wrote a prominent report called *Educating School Teachers*, which highlighted an unresolved debate across the country about the best way to prepare effective teachers. According to the report, debaters largely fall into one of two groups: those who believe teaching is a profession requiring acquisition of a body of knowledge before entering practice, and those who believe teaching is a craft that is principally learned on-the-job. Furthermore, there is no agreement about the knowledge and skills required to be an effective teacher, and the available research on effective teaching does not help clarify this. The report maintained that the result is lack of coherence in what future teachers are taught, insufficient preparation in how to address the primary challenges of today's schools, and inadequate external quality controls.

To become a teacher in Washington, an individual must successfully complete a teacher preparation program approved by the Professional Educator Standards Board (PESB) and meet

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standards set by the PESB for certification. The 22 colleges of education offer various types of programs, including undergraduate, post-graduate certificate, Master's in Teaching, and other alternative approaches in partnership with school districts and community colleges. In 2006-07, the colleges awarded 3,700 initial teaching certificates. Those individuals received nearly 5,000 subject-area endorsements (many teachers earn more than one endorsement). Fewer than 400 special education endorsements were awarded. Fewer than 150 endorsements were awarded in mathematics, English as a Second Language, or bilingual education.

**Summary of Bill:**

The Washington State Institute for Public Policy (Institute) is directed to review and analyze teacher preparation in Washington and identify possible strategies for improving the effectiveness of future teachers through:

- strengthening the essential competencies and knowledge provided in teacher preparation programs and reducing unnecessary or lower priority requirements;
- increasing program capacity and degree production in high-demand subject areas; and
- enhancing the state's accountability system.

The Institute must review the research literature on teacher preparation, conduct an in-depth review of a sample of teacher preparation programs, and rely on multiple sources of information, such as data, surveys, interviews, case studies, and innovative programs in other states. The Institute must also design and propose a rigorous study of the relationship between teacher effectiveness and teacher preparation programs, including necessary data elements and costs.

An interim report is due December 1, 2008, including the preliminary literature review, the proposed study, and an outline of the remaining review. The final report is due December 1, 2009, including the results of the program evaluation and possible strategies for improvement.

**Appropriation:** None.

**Fiscal Note:** Requested on January 22, 2008.

**Effective Date:** The bill takes effect 90 days after adjournment of session in which bill is passed.